Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Blum Independent School District	109-913	Blum Elementary 101; Blum High School 001	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746022667	12	6	041545088

Mailing address	City	State	ZIP Code
PO BOX 520	Blum	TX	

Primary Contact

First name	M.I.	Last name	Title
Elsa		Scott	Superintendent
Telephone #	Email address		FAX #
254-874-5231	Elsa.scott@blumisd.net		254-874-5233

First name	M.I.	Last name	Title
Jeff		Sanders	HS Principal
Telephone #	Email address		FAX #
254-874-5231	Jeff.sanders@blumisd.net		254-874-5233

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Elsa		Scott	Superintendent
Telephone #	Email address		FAX #
254-874-5231	Elsa.scott@blumisd.net		254-874-5233

Signature (blue ink preferred)	Date signed
Elsa Scott	May 8, 2014

Only the legally responsible party may sign this application.

701-14-107-046

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 109-913			Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Blum Independent School District (BISD) is applying for the Technology Lending Program Grant (TLPG) because the district is in the first year of a PreK-12 one-to-one initiative as well as a pilot technology lending program. These programs are funded from local funds through a Government Capitol program. For the last year BISD's Technology Leadership Team (BTLT) has analyzed the impact that the district's technology program has made by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is that technology has allowed teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. BISD teachers themselves report that before the technology project, over half of their time was spent lecturing to entire classes, and they were unable to adapt to students' readiness levels or learning styles. These teachers report that they expected students to learn the material presented at whatever pace they determined or by the district curriculum. The teachers saw themselves as the one primary source of information in the room, along with resource materials such as encyclopedias or out-of-date textbooks. With technology available, teachers' assignments have become differentiated and individualized through the use of adaptive technology on a daily basis *(ESC 12 Assessment Report, 2012)*. Traditional assignments are now remade into meaningful projects, student writings are being published through blogs, experts are interviewed in the classrooms through Skype, students are doing online research, and writing assignments have increased more than 75% *(BISD Teacher Surveys)*. **Development of Budget:** In the spring 2013, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The Technology Leadership Team (BTLT) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TLPG grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campuses were most in need. The budget committee, led by the Superintendent with support from the District Technology Director and the Instructional Technology Specialist, developed a comprehensive budget to provide: 1) technology devices that will provide access to digital content for students; 2) maintenance of equipment; 3) insurance for equipment; 4) residential Internet access. Once this tentative budget was developed, it was presented to the entire BTLT for input and approval. **Demographics of campuses related to the defined goals and purposes of the grant:** BISD is located in rural central Texas, 50 miles east of Waco and 60 miles south of Dallas, Texas. According to enrollment data BISD has a student enrollment of 380 students of which approximately 198 will be enrolled in 6-12th grade and 182 will be enrolled in elementary school during the 2014-15 school year. 1% of the students at BHS are African American; 19 % Hispanic, and 80% White. 61% of the students are defined as Economically Disadvantaged and 49.2% are At Risk of dropping out of high school. 20% of the population of Blum does not speak English at home and the per capita annual income is **$20,568**, as compared to **$51,563** for the State of Texas. The unemployment rate for this area is **10.5%** which is higher than the state at **7%**. Approximately, **21%** of the region's working age population do not have a high school diploma, and only **14%** of the labor force had a bachelor's degree or higher as compared to **34.2%** for Texas. Although these demographics look bleak, BISD has focused on the goals and purposes of the **TLPG** by engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning 24/7. **70%** of BISD students have passed all sections of the STAAR test (above the state average), **53%** of the students have been deemed College Ready by the TEA, and 14% of the high school students are enrolled in college classes. Technology has been to be purchased to extend learning opportunities for students beyond the walls of the classrooms. ***Who Determines Needs Assessment Process:*** The Technology Leadership Team (BTLT) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents use needs assessment instruments, teacher, parent, student feedback from the BrightByte survey, and the Texas STaR Chart to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the *BTLT's* survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs. **Management Plan:** The Blum Technology Leadership Team recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, *the TLP district* administration will be provided by the TLPG

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project Director (20%) who is currently the Instructional Media Specialist for Blum ISD will coordinate all aspects of the grant. This position provides the overall technology integration leadership for the district and consistently, high-quality management on a day-by-day basis through coordination with the Technology Director and the Computer Technician ***Program Evaluation:*** Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders (campus principal, technology coordinators, curriculum coordinator and librarian) teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the TLPG. In particular, the Project Director will utilize formal validated evaluation instruments to assess the following indicators: **(1)** To what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met and leading towards Target Tech Status (STaR Chart)? **(3)** To what degree has the TLPG stimulated systemic changes in the teachers' and students' knowledge, skills, and practice as it relates to the STaR Chart and utilizing technology to improve the quality of education and academics? **(4)** To what degree has this 24/7 technology integration impacted student academic performance and achievement? **(5)** To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? **(6)** To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student and parent support towards integration of technology? **(7)** To what extent has parent participation increased? This information will be collected on-going by the Project Director and reported monthly to the BTLT. In addition, quarterly the BTLT will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content, of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. ***Statutory Requirements:*** Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Program Grant. Blum ISD has completely and accurately answered the requirements in the application. 1) BISD has described how it will use funds to enhance BISD's technology lending program that loans BISD's students equipment necessary to access and use electronic instructional materials. 2) BISD has purchased lending equipment through Instructional Materials Allotment and local funds for the last two years and has addressed in the TLPG application how the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology devices [TEC 32,201(b) (1-2)}. **TEA Requirements:** BISD has addressed the eleven (11) TEA Program Requirements in the TLPG in a thorough manner. BISD has described how the program aligns with BISD's existing mission and goals; how campuses were prioritized; how the program aligns with the current curriculum and policies; the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; a description of professional development for teachers in the use of electronic materials that has already occurred; a description of the adequate district infrastructure; description of providing for Internet access to homes of students as needed; BISD's adequate technical support; the description of the check-out and check-in process; how BISD accounts for the technology lending equipment; and the development and implementation of a Technology Lending Agreement signed by parents or guardians of students and by the student addressing the responsible use and care of the equipment. **Commitment to Goals of TLPG:** There is a huge commitment to the goals of the TLPG as evidence by BISD's 2-year technology project and the fact that in local funds have been dedicated to the project. 100% technology immersion has been a goal for BISD for over 10 years and the district's technology goals align perfectly with the TLPG Project – 24/7 technology access for all students. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. E-Rate pays 80% of all land and cell phone bills (local and long distance), T-1 bills, and internet access bills. Any additional staff development will paid through local funds.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$42,280	$	$42,280	
Schedule #9	Supplies and Materials (6300)	6300	$	$	$	
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$10,530	$	$10,530	
Total direct costs:			$	$0	$	
3.853% indirect costs (see note):			N/A	$	$2,043	
Grand total of budgeted costs (add all entries in each column):			$	$0	**$54,853**	

Administrative Cost Calculation

Enter the total grant amount requested:	$54,853
Percentage limit on administrative costs established for the program (15%):	.15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$8,228

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 109-913	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Provide residential internet services with hotspots	☐ Yes, this is a subgrant

Describe topic/purpose/service: Deliver internet service to residential areas

1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions: 1	$
	Contractor's subgrants, subcontracts, subcontracted services		$17,280
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$17,280

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Schedule #8—Professional and Contracted Services (6200)		
County-District Number or Vendor ID: 109-913	Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)		

2

Specify topic/purpose/service: Purchase insurance for 2 years for tablets & laptops		☐ Yes, this is a subgrant
Describe topic/purpose/service: Insurance for 2 years		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$25,500
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$25,500

3

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

4

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

5

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 109-913	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
6	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant
7	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant
8	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$42,280
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$
	(Sum of lines a, b, c, and d) Grand total		42,280

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 109-913	Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	☐ Print shop fees		☐ Technology-related supplies			$	
	☐ Postage		☐ Other:				
	☐ Copy paper		☐ Other:				

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6399	1				$		
	2				$	$	
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	
6399	Supplies and materials associated with advisory council or committee					$	
	Subtotal supplies and materials requiring specific approval:					$	
	Remaining 6300—Supplies and materials that do not require specific approval:					$	
	Grand total:					$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 109-913		Amendment number (for amendments only):	
	Expense Item Description		**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:		$
6411	Out-of-state travel for employees (includes registration fees)		$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		$
6490	Indemnification compensation for loss or damage		$
6490	Advisory council/committee travel or other expenses		$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:		$
	Grand total:		$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 109-913			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	**Description/Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX/15XX—Technology hardware, capitalized				
2	Mobile tablets	20	479	9,580
3	Charging cart for mobile tablets	1	$950	$950
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX/15XX—Technology software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX/15XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				$10,530
			Grand total:	**$10,530**

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 380

Category	Number	Percentage	Category	Percentage
African American	4	N/A	Attendance rate	96.24%
Hispanic	49	N/A	Annual dropout rate (Gr 9-12)	0%
White	295	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	217	61%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	3	.8%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	28	21%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	24	24	22	37	23	34	18	29	27	30	24	31	27	30	380
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	24	24	22	37	23	34	18	29	27	30	24	31	27	30	380

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the Technology Leadership Team (BTLT) is composed of the composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within BISD as well as examines and analyzes the state of current student achievement, and set goals for student achievement. The BTLT is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

Process to identify and prioritize the needs of the campuses:

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:
- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- The number of students who have assess to a technology devices at their campus
- The percent of economically disadvantaged students at each campus who have access to technology devices
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needing devices on each campus

The BTLT performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the BTLT to make informed decisions that ensure that all students meet challenging academic standards, meet district and campus goals, and are prepared for post secondary education.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed.

- Causes for student performance problems were identified based on reoccurring trends.

- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection

- The recommendations from the BTLT committees were communicated to the entire BTLT and the task of prioritizing the needs was done by the entire BTLT over numerous meetings.

- It was determined that the students at Blum High School would benefit most from the TLPG. A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	According to a *BrightBytes* survey administered within the last year 25% of the students do not have Internet capabilities in their home.	Students will have access to the Internet with the "hotspot" technology that they will be able to check out from BISD. This will not be possible without TLPG funds.
2.	There is a need for students to acquire a range of skills to express themselves not only through paper and pencil, but through audio, video, animation, design software as well as a host of new environments (e-mail, Web sites, message boards, blogs, streaming media, etc.).	Increased access to the latest technology will provide students with the devices they need to develop skills in technology audio, video, animation, software design and other technology environments that lead to higher paying jobs.
3.	There is a need for teachers to increase flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum, including learners with disabilities and English Language Learners.	Individual technology devices allow teachers the ability to presenting information to students in multiple formats and multiple media. Students with disabilities and ELL students now have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest.
4.	There is a need to decease the number of students at BHS who are required to take college remediation courses upon entering higher education (50%) [*Texas Academic Performance Report*]	The individual technology devices for students provides teachers the ability to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on this data. Technology makes this data become meaningful to teachers so they can use the data for accelerated learning for students.
5.	There is a need to increase parental involvement at BHS for all groups of students.	The TLPG has the ability to focus parents' attention on communicating with teachers by e-mail, voice messages, web sites, and blogs all used to communicate with parents. Student information systems that parents can access to see their child's attendance, grades, and missing assignments will increase parental involvement. Providing home internet access will allow all parents to use the BISD Parent Portal which lets them monitor their child's progress on a daily basis. A Parent Personal Learning Network will share resources with parents and connect them to other parents who can help them. The BISD website will have information, resources, and links for parents. The residential internet program will help parents stay connected to the school.

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Schedule #14—Management Plan

County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	TLPG Project Director	Bachelor's Degree in Education or education related field; at least five years experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in fiscal/budget management, and data reporting.
2.	TLPG Coordinator	Bachelor's Degree in Education or education related field; at least five years experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams
3.	Technology Technician	Advanced training in technology applications or education related field; at least three years experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase students' access to digital courses, tools, and support services to increase academic performance in core subjects through wireless laptops	1.	Project Director will meet with staff to explain the project, expectations, procedures & timelines	10/1/2014	10/31/2014
		2.	Purchase 20 tablets	10/8/2014	11/3/2014
		3.	The BTLT will establish a checkout & in procedure	10/6/2014	11/3/2014
		4.	Issue laptops to students hold orientation	11/10/2014	11/21/2014
		5.	Project Director will continuously monitor project	10/1/2014	8/31/2016
2.	100% of teachers will utilize digital textbooks and other digital materials in course content	1.	Technology Integration Specialists will visit classrooms to assist teachers with digital textbooks	11/10/2014	8/31/2016
		2.	Core content teachers will work in PLCs to address digital textbook issues/concerns	11/10/2014	8/31/2016
		3.	Teachers will work in PLCs to develop strategies for other online instructional materials	11/10/2014	8/31/2016
3.	STAAR scores will increase by 10% for econ dis and learning disabled students	1.	Monitor Econ Disadvantaged & learning disabled students' progress	11/10/2014	8/31/2016
		2.	Hold after school technology parent workshops	11/10/2014	8/31/2016
		3.	Hold tutorials for students needing assistance	11/10/2014	8/31/2016
4.	The number of eligible EC students who have Internet access at their residence will increase	1.	Publicize all facilities in Blum and surrounding communities that provide free wifi	10/8/2014	11/3/2014
		2.	Hold Study Sessions so students can use school district Wifi connections	11/10/2014	11/21/2014
		3.	Work with families on a case-by-case basis to provide Internet home access	5/10/2014	8/31/2016
5.	Parent involvement will increase by 20% for parents of 9th grade students	1.	Hold after school technology parent workshops	10/8/2014	11/3/2014
		2.	Communicate with parents through emails; blogs, websites	11/10/2014	8/31/2016
		3.	Survey parents to gather information	5/10/2014	8/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, librarian and counselor), teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed *TLP*. In particular, the Project Director, in coordination with the Blum Technology Leadership Team will utilize evaluation instruments in to assess the following indicators: **(1)** to what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met? **(3)** What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? **(4)** to what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education; **(5)** to what degree has this behavior impacted student achievement? **(6)** to what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? and **(8)** to what extent has parent participation increased. Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, monthly the Blum Technology Leadership Team will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms will be implemented.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since the beginning of the 2013-14 school year, Blum ISD has implemented a complete one-to-one technology immersion in technology by providing all teachers (Pre-K through Grade 12) and all students with an individual wireless mobile computing devise to ensure on-demand technology access. A pilot student-lending program was begun in grades 6-12. Students were allowed to check out tablets from the Media Center to take home. In addition any student in the 21st Century Community Learning Grant (after school program) was allowed to check out tablets during the tutorial, homework assistance and special project portions of the after school program. The Technology Leadership Team made the decision that younger students would not have access to the lending program in the first year because there was no insurance on the devices. This pilot lending is similar to the TLGP. Students in grades PK -3 have access to individual tablets; students in grades 4-12 have laptops. To prepare teachers for a full technology lending program, training has already been done on productivity, communication and presentation software. A plan for ongoing technical and pedagogical support has already been developed.

BISD will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has previously been done and BISD will continue to coordinate 21st Century Community Learning Grant Funds, IMA funds, and local funds.

Over the last 3 years, each BISD staff member has attended 50 hours of technology training designed to assist staff in integrating technology effectively into classroom instruction. Implementing an effective Technology Lending Program (TLP) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. BISD and the Board of Trustees have already shown a tremendous commitment to a technology lending program by purchasing over $300,000 of one-to-one technology devices and upgrading the infrastructure to support those devices for students in the district. By participating in the TLP, administrators at both the district and campus level have agreed and committed to BISD **by signing a Letter of Commitment** stating that administrators including at the district level administrator and the principal and assistant principal at the Blum High School campus will commit to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 109-913   Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	300 students will received a wireless mobile computing device through TLPG	1.	Mobile device check-in/check-out log
		2.	Increased STAAR scores
		3.	Increase in the number of students using digital textbooks
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Laptop check-in/check-out log
		2.	Increased STAAR scores
		3.	Increase in the number of students using digital textbooks
3.	Percentage of students who have mastered grade-appropriate technical applications TEKS (STaR Chart TL5)	1.	Campus STaR Chart results increase from 3 to 4
		2.	Increased enrollment in STEM courses
		3.	Increase in student attendance rate by 1%
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase STaR Chart from Advanced Tech to Target Tech	1.	Campus STaR Chart Report for 2014-15 (from 21 to 22-total)
		2.	Increase TL3 (most students apply technology across all subject areas) from a 3 to a 4
		3.	Increase use of digital textbooks for 100% of the students in the TLPG

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes for collecting data included in the evaluation design is an ongoing process and began with BISD developing a Needs Assessment Summary and Improvement Plan as part of the Technology Leadership Team (BTLT). It is our goal to conduct the needs assessment to identify strengths, needs and priority areas of focus but extend beyond reviewing student achievement data to assessing the needs of the entire campus. The BTLT has worked together to identify specific goals for BISD based on Texas Academic Performance Report (TAPR.). 39.4% of the students at BHS were enrolled in remediation courses their first year at an Institute of Higher Education. 28% of 8th graders will need Accelerated Instruction in math and over half of the minority students in the district will need acceleration in reading and math. Attendance for students at the middle and high school campuses does not meet the state average of 96.6% in any subgroup. The following data is collected at the campus level : 1) pre-post tests; 2) standardized open-ended interview/surveys of teachers and administrators; 3) classroom observations by principal, MT, Mentors; 4) professional development surveys (after each session and self-assessment of educator (annually); and 5) percentage of participating students who achieve significant gains on an assessments); 6) number of students with improved performance in assessments; 7) percentage of participating 3-8th grade students who meet or exceed proficiency on the STAAR in the areas of reading and writing (2011-2013) and 9-11 End of Course Exams. Any problems uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, the campus is able to identify the number and names of students they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern. This data will be used to inform decisions and improve implementation of the program by: 1) Analyzing data at different levels: all personnel will receive training through the program in accurately interpreting data and utilizing data to inform instructional decisions for each child. 2) Extensive professional development: data collection and analysis will be conducted. 3) Teacher Effectiveness: Principals and administrators will collect and monitor teacher performance data through DMAC and teacher observations from multiple evaluators. With access to clear progress data and reports, administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that promotes increased achievement among all students in their classes. This will directly impact accountability for the program because administrators will have the information and time needed to create differentiated professional development plans for teachers to ensure that they have all the support they need.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Blum High School has piloted a student technology lending program that has been funded through **local funds** for the 2013-14 school year **(4 points)**. With the 2014-16 TLGP each BISD student at school and at home will be immersed in technology by being provided one wireless mobile computing devise. Using lessons learned from the 2013-14 pilot lending program, a timeline for technology integration has been established and will be fully implemented and will offer a rigorous curriculum by October 1, 2014. All students in PreK-12 will participate in the TLGP. The same policies and procedures for the TLGP will be implemented district-wide – 3 campuses **(4 points)**.

BISD's TLGP 2014-16 loan program will be implemented in the following manner:

1) Beginning in August 2014, BISD Technology Integration Specialist and master teachers will deliver professional development in integrating technology into teaching, learning, and the curriculum for teachers new to the campus or district. Professional development grounded in sound learning theory and emphasizing technology integration into the teaching and learning process allows educators to visualize, internalize and create technology-enhanced learning environments. 99% of the teaching staff has already attended more than 50 hours per teacher from training ranging from basic training to technology integration workshops (both in small groups and individually) to Exploring Apps and project based learning using technology.

(2) Each teacher currently has a laptop computer and all BISD students in grades 4-12 have a laptop computer. Students in grades PreK- 3 have tablets. Normally students use these devices only at school; however, the pilot lending program allowed students to check out tablets from the media center to take home for special classroom projects, to take pictures, or use them for data gathering. The pilot lending program has shown BISD officials that there is a need for residential Internet access particularly for economically disadvantaged students. 20 "hotspots" **(8 additional points).** The wireless mobile computing device allows teachers and students to have on-demand access to teaching and learning tools regardless of location. The TLPG will provide insurance that would then allow students to take the laptops home.

(3) By January 2015 productivity, communication, and presentation software including word processing, spreadsheet, presentation, blogs, Internet browsing and e-mail software will allow teachers and students to use technology as a tool for learning, communication and expression.

(4) Students will have access to digital textbooks in the core curriculum areas of English language arts, mathematics 2014-15, social studies 2015-16 and science 2014-15. Other resources such as Study Island, Discover Education streaming, Brain Pop,Toki Tiki Timelines, Lucid Chart, Buzz Math, Think Through Math, IXL Math, and Accelerated Reading/Math provide for more engaged, relevant, and personalized learning. Interacting with these resources allows students to build new knowledge and visualize difficult-to-understand concepts.

(5) Online formative assessment tool such as DMAC Solutions and Quizlet software provide teachers and students a means for informed learning by delivering instant, meaningful data about proficiency. During staff development teachers have already learned to integrate online formative assessment into their daily teaching practice and will learn how to utilize this data-driven decision making to support instruction. Teachers have also been trained to customize instruction and implement appropriate intervention strategies based on this data.

(6). Campus-based ongoing technical support is critical to the comfort level of teachers and students as they embark on technology immersion and sustains the effort over time will be available over the project timeline. "One stop" technical support for all components of the technology immersion package beyond campus support is critical for teachers to fully immerse students in a technology-integrated classroom. The immersion of technology will transform the learning environment to allow students daily access to technology to become more self-determined learners through the acquisition of information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no small than 10 point.

Equipment Currently Available: During the 2013-14 school year Blum ISD has purchased over $300,000 in technology that provides each student in grades 4 through 12 with a laptop that allows them to access online resources while at school and a set of tablets that students can check out program from the media center to take home as part of a pilot student technology lending program for students in grades 6-12. The administration and Board of Trustees had such a strong commitment for their students that they borrowed these funds through a Government Capitol project.

In addition students who are in the after school program are allowed to check out devices to use during tutorials and special projects.   During this time additional technology has been purchased through local funds and through in an effort to make sure that BISD students have the most up-to-date technology available. Purchases that were made include: tablets for students in PreK through 3rd grade; laptops for all secondary students, cases, charging carts, ear phones, and equipment to upgrade the infrastructure which allowed all of our teachers and students to work online simultaneously.

Since IMA funds can be used to adopt electronic instructional materials as a means of transforming learning this can only be realized if all students have access to personal technology devices and the Internet out the school.

The Blum Technology Leadership Team (BTLT) recommended to the IMA committee that $37,400 be used to purchase additional digital textbooks for use in 2014-15 and $30,600 for digital textbooks for use in 2015-16. Technology Lending Program funds will be used to purchase 20 "hotspots" especially for economically disadvantaged students who do not have Internet access at their home and for insurance that will allow all 4-12 grade students to take their laptops home to access their digital textbooks and other resources. Other purchases will be additional tablets and a storage and charging cart so students will have more devices to use for checkout.

The combination of IMA funds, grant funds, and borrowed Government Capitol funds will be used in a cohesive manner to support the 1:1 initiative for students in grades PreK-12. Therefore, two campuses will participate in the Technology Lending Program Grant and two campuses have an established technology lending program at Blum ISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-913	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In deciding whether to apply for the TLGP, the Blum Technology Leadership Team (TLT) first examined the existing mission statement as well as the goals of the district to make sure that the two aligned. BISD's mission of preparing graduates for productive citizenship and life-long success and the district's goals of *"graduates will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation and the district will increase educational delivery systems through the use of technology"* aligned perfectly with the intent of the TLPG program. The BTLT also examined the Blum ISD Technology Plan (on file with TEA) and the campus STaR Charts. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. BISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom. The TLGP concentrates on providing 24/7 access to students to technology as well as instructional materials-technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the district and technology plans for the district that BISD recognizes that we are living in a rapidly changing, advanced technological society and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner.
- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students.
- All school community learners, students and staff, will have access to information technology & support.
- Setting Technology goals, monitoring and evaluating our Technology plan on an ongoing basis is vital to our success..

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

District stakeholders from the Blum Technology Leadership Team (teachers, student, parents, community members and administrators) prioritized data to determine the grade levels with the greatest need for the TLPG (BISD is officially two campuses – PreK -5 and 6-12. First, the BTLT examined subject area and grade levels needs by looking at a campus technology profile for each grade level. This technology profile addressed the following areas: 1) detailed individual student access to personal technology devices that are currently available at the campus; 2) the prior staff development and training of the teachers at the campus; 3) access to digital programming from TEA and the district; 4) AEIS information such as dropout rates, attendance, and college readiness; 5) Campus STaR Chart information to determine campus commitment to technology integration. Representatives from each grade level were asked to rank their need for this project at their grade level on a scale of 0-5, with 0 being "no need" and 5 being "extreme need". After analyzing all the data, the BTLT determined that students in grades 4-12 have the greatest need for a technology lending program.

Currently there are 180 students on the secondary campus in grades 6-12 and 184 on the Elementary campus in PreK through 5. BISD has already purchased laptops for all students in grades 4-12, mobile tablets for students in primary grades and upgraded the infrastructure. This will allow for students to have an updated individual device for anywhere/anytime access and learning. Students on the elementary campus in grades 4 and 5 and students from all grades on the secondary campus will be allowed to take home their devices and access digital textbooks and other online resources.

Residential Access: As BISD administrators and technology staff were initially investigating the student lending program, the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students that live in the extreme rural areas of the school district, the BTLT extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. A large percentage of the students in these grade levels are economically disadvantaged and according to student and parent surveys, 25% of these economically disadvantaged students do not have computers at home. These students have limited opportunities to access technology once they are away from the school. **TLPG** funds will purchase 20 "**hotspots**" for students to check out and take home so these students will have Internet access at their home. The only Internet-provider in these areas, according to BTLT's research, is national satellite providers or in some cases an Internet provider who requires home phone service in order to have Internet access. In addition BISD will continue to publicize all facilities in Blum and surrounding communities that provide free wifi access. If a student does not have Internet access, BISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access. BISD will work with parents and students on a case-by-case basis to determine the best way to provide students with home access.

A project management system to efficiently check out and check in laptops will be developed through BISD's Technology Department that will expand access to technology for students who are economically disadvantaged, at risk for not graduating high school, and students with disabilities. Equitable access of technology for these students will be monitored by the Instructional Technology Specialist and reported regularly at the Blum Technology Leadership Team (BTLT) meetings.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 109-913	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLPG aligns perfectly with the current curriculum, instruction, and classroom management policies on the campuses at BISD. At the beginning of the TLPG, BISD's District Improvement Team developed a local curriculum framework. This committee was composed of administrators, teachers and school staff, parents, students (when appropriate), and community members with members of the Blum Technology Leadership Team (BTLT) on the district committee. The goal of the committee was to develop a standards-based curriculum that would increase student learning and promote higher student achievement.

Within the last year BISD has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum redesign was to utilize one-to-one technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the Texas Essential Knowledge and Skills (TEKS) so that students will be engaged in project-based, collaborative activities through software tools such as online learning environments and learning management systems as well as a Wikis. Technology tools are consistently used by teachers and students not only to access and consume information, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as quickly or as slowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, our students have become more self-directed, independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, pro-active role in their learning. Effective teaching for all students is supported by access to a wide range of relevant, high-quality educational content. Furthermore, appropriate tools, such as online learning environments and learning management systems, has enable teachers and students to access, manage, use, create, and distribute content easily and efficiently. The effective use of well-designed digital content across a broad range of learning activities has been integrated into the curriculum redesign for the purpose of student engagement and student learning outcomes. Technology integration by teachers has been encouraged and sustained as evidenced by administrator expectations during teacher evaluations and walk-throughs as well as an increase in STAAR scores.

Although classroom management policies have been revised to include student management of digital devices, the 425 Discipline Action Data Report from PEIMS documents that referrals outside the classroom for discipline actions has decreased by 10% since 2012. Using technology involves students in the learning process so students become active in the learning process instead of passive listeners. Project based learning is a creative process and using technology has reduced discipline problems and has allowed students to take ownership of their work. Since our students are empowered to find their own answers, the learning process becomes much more interesting. Technology allows opportunities for multimedia and interactivity that are impossible with more traditional instructional techniques. Administrators also have found that classroom technology provides greater opportunities for differentiation for students and are conducive to individual students' learning styles. BISD administrators and evaluations from previous grant projects have shown that these factors have aided in the reduction of student discipline referrals.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Blum ISD is adopting and will purchase digital textbooks for the following with IMA funds for 2014-15 and will be using digital content during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:
- Science 4-8,
- Biology,
- IPC,
- Chemistry,
- Physics
- Math 4-8,

We are adopting and will purchase the following with IMA funds for 2015-16:
- Algebra I, Algebra II, Geometry
- Social Studies 4-8, World Geography, World History, U.S. History

Minutes from the IMA meetings as well as documentation from the Textbook Division of TEA document that BISD has adopted the digital textbooks mentioned above for use in 2014-15 and has plans to adopt the digital textbooks from Proclamation 2015-16that are listed above.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staffs at each campus have been fortunate enough to be part of extensive staff development and training since the summer of 2011. Each year since 2011, staff has attended more than 50 days of training designed to progress through a series of stages as they move from an accommodation phase of technology (using technology tools to primarily replicate existing instructional practices) to the transformative phases of integration (where creative uses of technology are pursued that enable instructional interactions not possible without them.) Our professional development has utilized both large group, small group and one-to-one instructional formats to provide learning opportunities differentiated to meet the needs of teachers with varying curricular interests, needs and digital literacy. BISD has concentrated on *Technology Infused Learning* – combining technology and emerging models of teaching and learning to transform education. There has been a strong emphasis on numeracy, literacy, special education and pedagogy that leverages digital resources in the classroom. Workshops have provided a hands-on approach to the use of specific software and digital tools that support and align classroom teaching and learning to state standards. Staff has been trained on how to: 1) develop and implement technology-integrated project-based lesson plans and classroom activities; 2) explore methods for integrating a variety of media and technologies to meet the needs of all learners; 3) learn how to deliver media directly to students and to assess learning and academic performance. Other workshops 1) train them to engage students in thinking critically about media; 2) explore how visual learning tools help students retain a better understanding of concepts and demonstrate knowledge; 3) incorporate images, photos, video segments, sounds and web links into and 4) create investigations to engage students in collaborative learning. The training is focused on the idea that students will be able to take advantage of websites, podcasts, apps, audiobooks, and other resources to help answer guiding questions and develop solutions. Recently digital training has centered around iTunes U which provides students instant access to some of the world's best thinking — including lectures, videos, and articles from hundreds of distinguished universities, libraries, museums, and news organizations.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Analysis of the STaR Chart for Blum High School (Target Tech) and Blum Elementary School (Advanced Tech) reveal that teachers and administrators are ready to continue the one-to-one technology initiative. Each of these campuses has a robust infrastructure in place. Procedures for replacement and for repositioning equipment have been established. Computer hardware is typically repositioned every 3 years while older hardware is discarded every 6 years. A varied staff development program is on-going. All classrooms on these two campuses are equipped with Internet (wireless). The computer student ratio at the all grades PreK-12 is 1:1 and the teacher computer ratio across the district is 1:1. Government Capitol funds have been designated to technology infrastructure and a student lending project. Our network infrastructure consists of all HP Procurve and Meraki equipment. HP switches have a direct connection to the primary unit via 10Gb armored fiber-optic cable. Our Meraki switches are jumped to the HP switches via Cat 5e cable using gigabit ports. Our Meraki access points are connected to the Meraki switches via Cat 5e cable using gigabit ports. Our entire network is connected to the Internet via a 40mb connection provided by ESC 12.

All teachers in the district have laptop computers. All campuses have computer labs. All offices have Internet access. All teachers and administrators have email accounts. All classrooms have a video projector and math and science classes have digital whiteboards. The teachers are also becoming well-prepared for the use of technology. During the previous 3 years, all teachers have participated in technology staff development and training through small group and one-to-one instruction. Teachers have traveled to other districts that offer one-to-one initiatives and digital curriculum and textbook projects. Teachers have attended locally developed academies taught by BISD staff who have attended ESC 12 training, DMAC training, the PBL Academy, Google Summit, and the TCA Conference. All teachers have attended technology sessions at BISD led by Region 12 staff. Teachers spend at least 2 hours each week in developing technology integrated lessons in their core subject areas through grade level and subject area meetings. Due to the professional development and acquisition of infrastructure and computers for students and teachers, BISD is poised and ready to begin the next step of integrating digital textbooks and curriculum and providing 24/7 access for all students.

Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As BISD administrators and technology staff were initially investigating the **TLPG**, the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students that live in the extreme rural areas of the school district, the BTLT extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members.

According to parent and student surveys, 75% of homes have Internet access. However, BISD covers 102 square miles. There is a population of students who live on rural area farms and ranches. The only Internet-provider in these areas, according to the BTLT's research, is national satellite providers or in some cases an Internet provider who requires home phone service in order to have Internet Access. TLPG funds will be used to provide "hotspots" for students and their families to check out so that they can connect to the Internet. In addition
BISD's will continue to publicize all facilities in the surrounding communities that provide free wifi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the town and community. BISD also works with area churches who provide sessions such as Study Nights so students can have a safe environment to use their laptops and receive tutoring assistance from community members. If a student does not have Internet access, BISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Blum ISD's BTLT understands that campus-based technical support will only advance the effective use of technology for teaching and learning. Primary support for teachers, and administrators and coordination of instruction and technology will be the primary responsibility of the Instructional Technology Specialist who will serve as the Project Director for the Technology Lending Program grant.
Project Director - The Instructional Technology Specialist/Project Director is to coordinate and support all aspects of the grant and continuously work with individuals and small groups of teachers and administrators to bridge the gap between professional development, curriculum, and implementation of technology to facilitate learning. Teachers will receive support from the Instructional Technology Specialist in the media center and in their classrooms.
Technology Director – The primary responsibility of the Technology Director is to provide the lead technical support for the district. This will consist of infrastructure design and support, design and maintenance of the wifi network, purchasing of laptops, tablets and other equipment, and coordination of internet services to students who do not presently have internet access at home.
Computer Technician – a qualified computer technician spends 100% of his time working with advanced technical issues in the district. He is available to teachers and staff everyday and assists with any technical problems with the computers or the Internet infrastructure. He also provides support for teachers who need information about specific apps, digital textbooks or other digital resources.
ESC 12 Technology Support Staff – Services from ESC 12 supplement the technology program and teachers and staff attend ESC 12 for technology training.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program grant will be administered using non-grant funds. The TLPG Project Director will oversee the implementation of the grant. The Project Director will be responsible for purchasing laptops and accessories and insuring the equipment. The Project Director along with the Blum High School Computer Technician along with the Media Specialist will be responsible for accounting for all equipment, installing software, and organizing the Lending Program.

The Blum ISD Technology Director will work with parents to provide "Hotspot" technology for residential Internet connection, additional tablets, and a cart will be purchased as soon as possible after the grant award. The Project Director will lead the mandatory "Laptop Orientation" for parents and students. Parents and students must sign the Laptop Computer Protection plan and a Student Pledge documents before the Laptops can be issued or a mobile tablet checked out.

Since each student will have their own Laptop to be used for 24/7 access, <u>classroom teachers will not have to coordinate computer check-in or check-out.</u>   Students will retain their original laptop each year while they are enrolled. The Computer Technician (located in the Media Center at the high school building) will collect student laptops at the end of the year for maintenance, cleaning, and software installation. Laptops are intended for use at school each day and for students to take home. In addition to teacher expectations for laptop use, school messages, announcements, calendars and schedules may be accessed using the laptop. Students will bring their laptops to all classes, unless specifically instructed not to do so by their teacher.

Additionally, tablets will be available in the Media Center for students to checkout. These tablets can be checked out and taken home to be used on projects that require students to use features such as touch screen capability, camera, and video recording that are not available on their laptops.

However, there are a few instances where students will have to check in and check out their laptop on a daily basis. A very small percentage of students (less than 1%) have parents who do not wish for the student to bring their laptops home after school hours. These parents have personally visited with the administration and completed the necessary paperwork. These students visit the Media Center each morning prior to the beginning of school and check out their laptop and return the laptop at the end of the day. Also, a very small percentage of students (less than .05%) have broken their issued laptop more than one time. If it is deemed that these students are being irresponsible with the equipment, they are required to check in and check out the equipment on a daily basis. However, in all of these cases, the check in and check out is done by the Campus Computer Technician, not the classroom teachers.

The procedures for maintenance of the technology lending equipment are outlined in the district Technology User policy. Students are responsible for the general care of the laptop they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your Laptop; 2) Carrying Laptops; 3) Screen Care for Your Laptop. Laptops that are broken or fail to work properly must be taken to the Technology Maintenance Center located at the high school. Loaner laptops may be issued to students when they leave their laptops for repair at the Technology Maintenance Center.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to Blum ISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. *19 TAC 66.107(a)*. The accounting of the technology lending equipment will be entered into the Follett Asset Management System – Destiny Suite, BISD's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Project Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all BISD technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. BISD believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. BISD provides and will continue to provide insurance for technology equipment including all mobile devices on loan to students. BISD also understands that these grant funds cannot be used to replace lost, stolen, or damaged equipment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the application process of the Technology Lending Program Grant, the Blum Technology Leadership Team re-examined the existing Student Acceptable Use Policy (AUP) to determine how a *Technology Lending Agreement* could be incorporated in the current AUP as well as in the Parent Laptop Handbook. Since BISD has had a one-to-one laptop initiative for 2013-14, BISD documents already address responsible use and care of laptops and equipment loaned to students as well as the district digital resources and responsible use of the Internet. Parents or guardians of the students and the student must sign the AUP and return it to school before any equipment is issued. Members of the Blum Technology Leadership Team agree that the *Technology Lending Agreement* for 6th through 12th graders will be slightly different and will specifically address the fact that this equipment was purchased through the **TLPG**.

Implementation of the Technology Lending Agreement will be seamless. Laptops have been purchased and will be distributed to students during a " Laptop Orientation." This is a process that students are already familiar with. The TLPG Project Director will lead the mandatory 'Laptop Orientation" for parents and students. The AUP and the Technology Lending Agreement will be explained in detail to parents in both English and Spanish. Parents and students must sign the Acceptable Use Policy as well as the addendum for the Technology Lending Agreement before the laptop can be issued.

As a result of a federal mandate, Blum ISD requires their staff and students to certify that they have learned about CyberSafety and Digital Citizenship. Both Cybersafety and Digital Citizenship are important performance indicators in the Technology Applications TEKS (TA:TEKS), No Child Left Behind (NCLB) and the International Society for Technology in Education (ISTE) National Education Technology Standards for Students, Teachers, and Administrators. The mission of the Digital Citizenship initiative is to promote cyber-awareness and education for all BISD students and staff. A curriculum has been carefully selected to prepare students to become responsible digital citizens. All students at BISD are required to watch the curriculum via video and participate in class discussion. At the conclusion of each module, teachers are expected to post comments in the Discussion Forum.

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